

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV98

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Terrance Golden

Official School Name: St. Joseph School - Cockeysville

School Mailing Address: 105 Church Lane
Cockeysville, MD 21030-4998

County: Baltimore County State School Code Number*: n/a

Telephone: (410) 683-0600 E-mail: tgolden@archbalt.org

Fax: (410) 628-6814 Web site/URL: www.sjpmd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Barbara Edmondson Superintendent e-mail:
barbara.edmondson@archbalt.org

District Name: Archdiocese of Baltimore District Phone: (410) 547-5393

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Rebecca Hielke

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	12	29
1	18	16	34
2	22	13	35
3	23	22	45
4	21	25	46
5	29	16	45
6	12	8	20
7	13	22	35
8	16	18	34
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			323

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2011	321
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 3
Number of non-English languages represented: 2
Specify non-English languages:

Korean, Russian

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 10

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>8</u>
Total number	<u>22</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	97%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

St. Joseph School is a Catholic Parochial School located in northern Baltimore County, Maryland. It is part of the Archdiocese of Baltimore school system. Welcoming families of all faiths, St. Joseph School offers an excellent academic program built on a solid, faith-filled foundation.

The mission statement of St. Joseph Catholic School is to guide its students in making their Faith living, conscious, and active. We encourage our students to attain their individual potential by pursuing academic excellence. We strive to teach our students, through words and example, the greatest commandment, “To love God with our whole heart and to love our neighbor as ourselves.”

The school was established in 1856 as a one-room-school house. As our nation struggled with the American Civil War, plans were made to expand the school. In 1868, with the help of dedicated parish volunteers, the school was enlarged adding two new classrooms to accommodate children in all eight grades. This part of the original school is still a vital part of a new school built in 1999 consisting of additional classrooms, a new library, and a large multipurpose room for use primarily by the school and the parish. St. Joseph School has provided continuous quality education for all its children for over 150 years.

Doing what is in the very best interest of each individual student is a school goal. Small class sizes with a 19:1 student to teacher ratio contribute to this goal. Teachers and students get to know each other on a personal level. Teacher meetings focus on the success of individual students, resulting in modifications to assist in their learning capability. Reading and mathematics specialists provide services to address the needs of our students with learning differences and those that qualify for enrichment. A guidance counselor provides classroom and individual services to address the social, academic and emotional needs of our students.

The core curriculum academic program is enhanced by specialty area classes including Religion, Spanish, physical education, art, music, technology and library. Technology is integrated into the curriculum and includes: interactive white boards, a computer lab, laptops, student responders, flip cameras, and data projectors.

A wide variety of extra-curricular activities include: Reading, Drama, Service, Get Fit and Cooking Clubs, Choir, Band, Math Olympiad, It's Academic, Academic Olympics, and Scholymphics. Athletic and Scouting activities are coordinated through the Parish.

Students consistently do well in competitions and receive numerous awards and scholarships. A number of our students qualify annually to participate in the Johns Hopkins University Center for Talented Youth. Last year, students took the top honors in the Maryland State Optimist Club Oratorical Contest and Maryland State Science Fair. The prestigious Marion Burk Knott Scholarship was received, which requires a qualifying score the 95th percentile or above on a nationally standardized test, and an A average in all major subjects.

St. Joseph students recognize the call to serve others and actively participate at the school, parish and in the community. Each week children meet before school to make sandwiches for the homeless and others served at Our Daily Bread, a food kitchen in the Inner City of Baltimore. Last year we contributed over 20,000 sandwiches to this cause. Canned foods are collected monthly for the school Car Pool Pantry to help feed the poor of the community. On a continuing basis the students support the following: a Thanksgiving food drive for the Little Sisters of the Poor, Christmas gift giving for the retired Sisters of Mercy, and the Lenten collection boxes by giving a monetary donation to Catholic Relief Services. The spiritual aspect of this education also greatly contributes to producing well-rounded, moral

citizens. Morals and values are integrated into the curriculum. A character education program with a virtue of the month is explored and shared with the school community each month by the Principal after mass.

Parents are active participants in the learning environment and volunteer through the Home School Association as: board members, classroom assistants, office assistants, library helpers, substitute teachers, lunch-day parents, and chaperones. The Parish is actively involved through various ministries including: faith formation, service, and athletics. Community members are active in the school with educational presentations and serve on the School Board. The cooperation of all stakeholders including: students, faculty and staff, family, parish and community contribute to the success of the school.

Since the inception of St. Joseph School, everyone has worked hard to do what is in the best interest of our students. The community is one that supports the school boundlessly and, in times of need, it rallies, surrounds, and shelters the families. The community shows the depth of its' living God's word not by words but from actions. The community of St. Joseph is living the greatest Commandment: "To love God with our whole heart and to love our neighbors as ourselves."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Joseph School administers the Stanford 10 Achievement test to all of its students in Grades 3-8 in the spring, as required by the Archdiocese of Baltimore. This test now in its 10th edition, and published by Pearson, has been given for the past five years. The same grades also take the Otis-Lennon School Ability Test during the same time period. The Complete Battery of the Stanford 10, which is taken by all the students, tests them in the areas of reading, mathematics, language arts, science, and social studies. St. Joseph School has two groups of students taking the Stanford 10 and OLSAT. One group of students takes the test according to the specific time constraints given by Pearson, and another group of students who have alternative testing based on their educational needs stated in their individual education plans take the tests untimed.

When the school receives the scores at the end of the school year, many resources are provided. Scores are reported by class and teacher, grade level, and individual. The reading scores help the teachers focus their instruction in many different areas including initial understanding, interpretation, critical analysis, reading strategies, and vocabulary. The math scores are a combination of the areas of number and operations, algebra, geometry, measurement, data analysis, and probability. Being able to see such specific detailed scores in both reading and mathematics have allowed the teachers to have a more in-depth look at where their students succeed and where they need guidance and instruction.

St. Joseph School's Stanford 10 scores have been consistently high among schools in the Archdiocese of Baltimore. Scores on the Stanford 10 are calculated using national norms. The national average is the 50th percentile. Over the past five years, the students in Grades 3-8, at St. Joseph School have scored well above the national average in both reading and mathematics.

One area that the educators at St. Joseph School have noticed a need to improve on is the area of mathematics computation. Teachers have recognized that over the years the scores in math computation have not been as high as the math scores in the other areas. The scores in this area of math have not been identifiably low; just low compared to other areas of the math testing across all grade levels. In order to address this trend in the data, the school's math coordinator along with all the math teachers developed an assessment they could use at all grade levels to identify the needs of the students in the area of computation. This assessment is given to the students, Grades 2-8, in the fall and spring of each school year. It requires the students to compute accurately at their grade level. After the fall assessment is given, the teachers look to see if there are any consistencies in the questions the students have gotten incorrect. This helps the teachers focus on the instructional area most needed to that specific group of students.

Throughout the school year, teachers utilize technology such as the computer lab, interactive whiteboards, online math games, and responders to increase the students' ability to compute more accurately. Daily Review of math facts is reinforced and includes games such as Around the World and Buzz to practice math facts in an interactive and exciting way in the classroom. At the end of the school year, the same test that was given in the fall is taken again by the students to see if their computational skills have increased with time, consistent repetition, and practice.

As a whole, St. Joseph School's standardized testing scores have been above average for many years. The students' high performance levels have shown they are prepared for every aspect of the standardized testing. While St. Joseph School has maintained consistently high scores, we have not noticed any significant trends that have adversely affected either of the mathematics or reading testing areas. As a result of the high test scores, many of the students receive scholarships at the middle and high school level. This is a strong testament to the challenging curriculum, dedicated staff, proactive parents and,

most importantly, the high achieving student body at St. Joseph School.

2. Using Assessment Results:

St. Joseph School analyzes assessment data to improve student and school performance continuously throughout the year. Each student upon entering kindergarten is evaluated by a team of teachers. The students are appraised in the areas of letter recognition, sound/symbol association, rhyming, following directions, number identification, counting, fine and gross motor skills. Strengths and weaknesses are identified and appropriate activities are provided. These educational activities are gleaned from Early Prevention of School Failure's Teacher-Parent Activity Cards pack.

Incoming students from grades 1-8 are also assessed for strengths and weaknesses. In the area of computation and mathematical procedures, the applicant is evaluated with a skill summary test based on the Saxon Math program. In the area of reading, the students are given the Ekwall Informal Reading Inventory to identify reading fluency and comprehension levels in both oral and silent reading. Each child is evaluated in word recognition using the San Diego Assessment Test, The Comprehensive Word Test, and the Botel Word Opposite Test. To assess spelling knowledge, the students are given the Mann Suiter Diagnostic Spelling Inventory or the Kottmeyer Spelling Inventory. Each child is also asked to complete a writing sample to demonstrate efficiency of writing skills. This information may influence class placement and teachers plan accordingly. Parents and teachers are advised with supplemental activities, if necessary.

Student progress is assessed throughout the school year. Teachers utilize testing materials provided by the book series in that specific subject area. Teachers also generate tests and projects in accordance with Maryland State standards. To maximize proficiency in Science, St Joseph School students are required to participate in the school-wide Science Fair with the potential of participating in the Maryland State Science Fair Competition. To amplify aptitude in English, writing and public speaking skills, the Middle School students of St. Joseph School are required to participate in the Optimist Club Oratorical Contest. These students often take part in a state-wide competition. Each week, the students take a spelling test on graded word lists. Annually, the fourth through sixth grade students partake in a school organized Spelling Bee. The school winner competes in an Archdiocesan contest.

St. Joseph School has incorporated the Saxon Math Program into the instruction for the students in grades K-6. The Saxon Math Program is designed to assess students after the completion of every fifth lesson. These evaluations assess the strengths and weaknesses of the students in computation, procedures, and math concepts. The individual teacher remediates detected weaknesses. Grades 7-8 utilize the Glencoe McMillan program. The Middle School math teacher has incorporated responders for immediate feedback to an instructed concept. The responders enable the teacher to ask a question and each student to input the answer. The responder then conveys individual results to the teacher for immediate remediation, if necessary. This outstanding tool prints individual reports on each student which influences lesson planning and allows for differentiation of instruction.

St. Joseph School utilizes the Macmillan-McGraw Hill Reading series. This literature based series with a strong phonics component incorporates assessments on a recurring schedule. Each week, the St. Joseph School students are assessed on the concepts taught throughout the week and comprehension of the story discussed. In addition to the weekly assessments the students are evaluated at the end of each unit, again at the end of each book and mid-year, as well as at the end of the school year. These assessments allow the teachers to monitor progress and identify need for remediation or enrichment. If need is demonstrated, students are referred to reading services classes for support or enrichment classes for enhancement.

St. Joseph School administrators and faculty recognize that the parents are the primary educators of the students which inspires the necessity for maximum communication. To ensure collaborative interaction St. Joseph School utilizes PowerSchool, a web-based student information system, throughout the school

year. PowerSchool allows the teachers to communicate student achievement with students, parents, and administrators. St. Joseph School also employs the use of email and SchoolReach, a telephone broadcasting system, to create an immediate line of communication. Each week a school designed yellow folder filled with notices, artwork, graded assignments and tests is sent home for the parents to view individual achievements. It is with the comprehensive dedication of the St. Joseph School faculty, administration, students, and parents that the students achieve success based on the standards administered by the Archdiocese of Baltimore and the Maryland State Standards.

3. Sharing Lessons Learned:

In the interest of expanding the knowledge base of the St Joseph School (SJS) community, the school shares strategies with other schools and professional organizations. As a leader in technology, St. Joseph School in association with The Archdiocese of Baltimore piloted the PowerSchool program. As schools throughout the Archdiocese of Baltimore adopted this program, the SJS administration and faculty provided support and guidance to ease conversion to this online information system. The SJS computer coordinators, along with computer coordinators of several other Archdiocesan schools have developed a core group in which information is exchanged. For over a decade, this group has discussed, edited, and critiqued the program and the grade book aspect of the program to improve usage so the student will benefit from maximum efficiency. SJS and schools throughout the Archdiocese of Baltimore also collaborate on new trends and equipment in the ever changing field of technology.

The St. Joseph School Library Media Center has hosted meetings of The Archdiocesan Library Media Association. In addition to these meetings, the SJS librarian also attends conferences involving librarians from not only the Archdiocese, but also members of the Baltimore County School System, Maryland Association of School Librarians (MASL), Mercy Elementary Education Network, Maryland Society for Educational Technology (MSET) and Maryland Public Television. As a result of these exchanges, the SJS faculty and students have access to valuable resources for classroom instruction, student research, and the benefits from federal grant research.

The St. Joseph School faculty gathered with faculty members of area Catholic Schools to share strategies in teaching religion and developing a more profound prayer life in the classroom. This discussion took place at SJS over a period of two full days of large and small group sharing of ideas and strategies and continued online with several weeks of thoughtful exchanges. This is an ongoing program that supports the faculty and students in living the mission statement of St. Joseph School on a daily basis.

Periodically, the Archdiocese of Baltimore will host area school conferences; at which time, the teachers divide into small groups in the concentrated area of expertise. The SJS faculty enthusiastically exchanges strategies that empower the SJS students to higher levels of achievement, as well as taking note of innovative strategies that members of other area schools offered in exchange. These opportunities to share successful strategies create a passionate environment for the St. Joseph School faculty, administration, and students to excel.

4. Engaging Families and Communities:

In addition to the activities cited throughout this report, St. Joseph School has found a variety of ways to successfully work with family and community members for student success.

In May of 2011, the Michael and Kim Ward Foundation established the O'Donnell Scholarship Fund in recognition of the principal's forty years of service to the school. This fund in the amount of \$500,000.00 is used for tuition assistance. This allows the school to serve families who might not otherwise be able to attend.

For more than 13 years, the school has partnered with Century Accounting in a contest that focuses on math computational skills in grades 7 and 8. The contest was initiated by one of the firm's owners when the company found it difficult to hire adults who could do basic computation without a calculator. The prizes are sponsored by many local businesses which benefit both the school in gaining community recognition and these businesses in obtaining customers.

The school's annual health fairs reach out to health care professionals in the community who make presentations to the students. This educates the children in good health practices and introduces them to professional fields they may want to pursue as they make career choices later in life.

The Middle School Science Fair invites people from the community that include but are not limited to our alumni to serve as judges. Three judges interview each student about their project which strengthens not only the student's knowledge of science but also their interpersonal skills. As with the aforementioned activities, this also helps to make the community aware of the academic program offered by our school.

The students are actively involved in many service projects throughout the year. One project provides sandwiches on a weekly basis to Our Daily Bread, a food pantry in Baltimore City. When the students make a record number of sandwiches in response to a challenge from a faculty member or administrator, the school informs the local media. It is the hope of St. Joseph School that not only will the school be recognized but also that attention will be focused on the needs of Our Daily Bread.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Course of Study and core curriculum is developed in alignment with the Archdiocese of Baltimore standards. It is grounded and fortified by the Mission Statement. The Middle School supports college and career readiness.

Social Studies instruction includes awareness of people outside the school community and integration of: (1) Christian values, (2) cross-curricular application and (3) updated curriculum and teaching resources. Performance is assessed using different learning strategies. Different cultures, customs, forms of government and meaning are taught. Current events make students aware of world diversity and shared common bond.

The Religion program contributes to growth in faith, love of God and neighbor, and commitment to Jesus Christ as manifested in relationships and sacramental programs. It is lived out with participation at liturgies, outreach projects to the needy, daily prayer, religious instruction, and respect within the school community and beyond.

In accordance with Archdiocese standards, Information Literacy, Independent Learning, Social Responsibility and Media Literacy are provided. Over 8,000 books are accessible through an automated database for research and cross-curriculum resources with online reading of books at home and school with enrichment activities. SMART Board and other technology are used for library skill instruction. Wireless access with laptops and desktop computers is available with televisions wired to the classrooms for school-wide viewing.

Technology is provided across the curriculum that expands teaching and learning. All grades attend computer class weekly. Students learn word processing, desktop publishing and multimedia use to develop abilities for application in real life experiences and meaningful project-oriented activities. Instruction and assessment are developed using innovative new teaching strategies and resources to embrace 21st Century ways of learning and life-long skills. Classroom websites provide assignments/resources.

St. Joseph School is in compliance with the program's foreign language requirements. The curriculum focuses on four language parts: listening, speaking, writing and reading. Level-appropriate vocabulary and grammar are taught. Reading selections and dialogues enhance word recognition and strengthen pronunciation skills. Cultures and traditions of Hispanic countries and people are studied that teach awareness and the uniqueness, appreciation and meaning of historical customs.

Physical Education meets weekly for all students. The curriculum starts with gross motor development, advances to drills and game preparation, and culminates in game play. Instructional strategies focus on teaching students about best effort, positive attitude, and good sportsmanship.

Art instruction is provided weekly to all students developing the understanding of visual arts in relation to history, culture and the Catholic faith. The elements of art and principles of design for understanding and

application are developed through media, techniques and use of technology, and processes. Creative expression is woven into all aspects of the curriculum.

All grades attend a weekly music class. Age-appropriate singing and rhythmic movement, as well as music theory, original compositions, recorders, percussion instruments, and survey of musical styles throughout history are explored. There is opportunity for choir, band, and drama clubs. Student cantors lead school liturgies. Choir and drama performances are produced at Christmas and Easter. Students participate in either a Christmas choral concert or a spring musical.

The reading and language arts program is multi-faceted and the curriculum includes: reading, literature, phonics, vocabulary, spelling, grammar, writing, and penmanship.

The mathematics program is skill based and sequential reflecting the principles of student growth and development. Different methods and styles of instruction appropriate for the size and needs of the group are utilized.

The science program incorporates study of life, earth and physical science. Each grade level is taught scientific concepts at a developmentally appropriate level.

2. Reading/English:

St. Joseph School utilizes the Macmillan McGraw-Hill Reading (Grades K-6) and Prentice-Hall Literature (Grades 7-8) as reading foundation. Both series were chosen for their well-balanced selections of literature. Macmillan McGraw-Hill has a strong phonics component, which in conjunction with the Modern Curriculum Press Phonics series strengthens the students' reading skills.

Whole Group instruction enables all students to receive a basis for working vocabulary and comprehension skills. The comprehension skills are cyclical to enable both review and extension of these skills. Within the individual classrooms, opportunities for review and enrichment occur after the basic introductory work. Leveled Books, which accompany the Grade K-6 series, enable the students to work at three distinct levels – Easy, Independent, and Challenge. The same concepts, vocabulary, and skills appear in these anthology selections.

The school employs a reading specialist for both remediation and enhancement. Those students who have been identified and referred for remediation work with this teacher in small groups. These classes complement the current classroom activities for reinforcement of needed skills. They meet one to three times weekly depending on the needs of the students.

The reading specialist also has an enrichment program for Grades 5-8. These groups of qualified students further expand critical thinking skills and use creative writing skills. They are selected through use of standardized tests scores, teacher evaluations, and creative writing samples. These classes meet weekly.

Students in Grades 6-8 extend and further develop critical thinking skills introduced in Grades K-5. They have the opportunity to join the Black-Eyed Susan Club. This club reads and discusses nominated books

for this Maryland Award. Upon graduating from St. Joseph School the students are well prepared for their private and public school entrance.

St. Joseph students are exposed to a variety of genre through the efforts of the teachers, the school librarian, and the public library. Students, parents, and teachers enjoy the annual Scholastic Book Fair. Grades K – 1 implement a Mystery Reader Program, and Mr. Bob, the Storyteller, visits the Kindergarten. A variety of creative book projects liven the halls of the buildings. The Middle School Drama Club performs literary works for all to enjoy.

The innovative teachers use a variety of activities to engage all the learners. These include graphic organizers, SMART Exchange, teacher-made games, journaling, cooperative learning, Teacher Read-A-Loud, Sustained Silent Reading, art activities, website games, to name just a few.

3. Mathematics:

St. Joseph School follows the Math Curriculum that is established by the Archdiocese of Baltimore and their curriculum committee with input from the school Mathematics teachers.

Grades K-6 are taught using Saxon Math, which is a hands-on, success-oriented series emphasizing manipulative and mental math. The instructional series uses a multi-sensory approach to teaching and is designed for heterogeneously grouped children. This enables all children to develop a solid foundation in the language and basic concepts of mathematics. Areas of focus include number sense, computation, algebraic functions, geometry, measurement, data analysis, problem solving and critical thinking. Teacher scripted lessons ensure continuity and mastery of skills. Daily computational drills and problem solving strategies are augmented with hands-on instruction and through interactive whiteboards. The use of manipulatives, teacher created materials, math games, cooperative learning and website games reinforce mental math skills. All areas of mathematics are integrated so that students see the interrelationships of math skills in everyday life.

Grades 7-8 utilize the Glencoe McMillan program which concentrates on concepts and application laying the foundation for Algebra. Opportunities are provided to build upon prior learning and to develop their ability to handle the abstract process. Classroom instruction is differentiated based on standardized test scores and academic aptitude.

Saint Joseph School uses a variety of instructional methods to improve the mathematical skills of the student who is performing below grade and/or above grade level expectations. The school employs a math specialist for both remediation and enhancement to provide students with individualized attention to address their needs. Teachers are available before and after school to assist students. Additionally, students participate in local competitions such as The Math Olympiad which challenges students to think critically and analytically and to apply what they have learned. The Stokes Math Competition stresses the importance of computational skills. Technology in the classroom allows students to pursue remediation or enrichment through websites such as the Kahn Academy. Responders support student engagement during the lesson and provide opportunities to re-teach or expand a concept.

4. Additional Curriculum Area:

One academic subject that accentuates St. Joseph School's assurance of meeting the mission of "pursuing academic excellence" is the Science program. All students incorporate some aspects of the following scientific study: Life, Earth, and Physical Science. Each grade level is exposed to scientific concepts at a developmentally appropriate level. The science program integrates the essential skills taught in other classes including: reading, writing, vocabulary, and critical thinking. Every student participates in the annual Science Fair which helps to facilitate additional learning opportunities. The entire school participates in Drug Awareness Week and the Health Fair.

In an effort to create scientifically literate students, SJS offers varied instructional methods to ensure maximum learning. Each new lesson begins with a hands-on lab or a teacher demonstration. Students are guided to use scientific processes such as observing, classifying, measuring, predicting, and inferring. Comparing and contrasting, decision making and generalizing are critical thinking skills that are also practiced.

Middle school students expand upon these skills to demonstrate the interconnectedness of science in real world experiences. The middle school science lab boasts state of the art equipment and supplies to enable the greatest level of investigation and discovery. Each student creates a Science Fair Project examining real-world problems. The development of this comprehensive project demonstrates their research skills and use of the scientific method. A major component is an oral presentation for the competition.

Throughout the year local science professionals speak about their field; including scientists from Proctor and Gamble, Lockheed Martin, NSA, and other defense contractors. Additionally, many SJS middle school students participate in Robotics, a yearlong after school program, which encourages creativity. Using skills they have learned in class, they then participate in a state competition.

The SJS science program fosters thinking and problem solving as illustrated in the creation of two environmental programs. Several years ago, middle school students recognized a need to be more ecologically responsible. They coordinated with staff and parents to institute a paper recycling program. Adjacent to our school is a stream that students clean weekly in the fall and spring each year. The existence of a limestone quarry in the vicinity provides students with an early introduction to earth science.

5. Instructional Methods:

The goal at St. Joseph School is to meet students' instructional needs through diversified teaching. By recognizing students' learning styles and developmental level, teachers employ different methodologies to maximize learning. The content, the process, and the product of instruction are modified to meet the individual needs of the students. Instruction is simplified for those who are struggling and enriched for those who are proficient. Content is differentiated through acceleration, compacting, reorganization, flexible pacing, as well as the use of varied level supplemental materials.

Utilization of technology and a full-time Technology Coordinator enable teachers to optimize and differentiate instructional methods in classrooms equipped with SMART Board Technology. The interactive boards are excellent for younger students who need the movement and involvement that the lessons offer to master the skill. Teachers incorporate multi-media resources such as visualizers, flip cameras, and MP3 players. Classes are also equipped with Mobi Pads, laptops, and data projectors. This directly helps support student-centered active learning enabling teachers to gain the mobility and flexibility in class management and to deliver engaging lessons from anywhere in the room.

Students pass the Mobi about the room submitting their answers from their seat. Their submissions are immediately displayed on the interactive whiteboard. Student responders provide the teacher with real-time feedback on the level of understanding within the classroom. The responder shows the teacher each student's answer on the Mobi device allowing the teacher to immediately evaluate a student who may need more time with a particular concept and one-on-one instruction. If a student is having minor difficulty, the teacher can move to the student's desk and review the problem while projecting the example and solution to the entire class. The instant feedback has a large impact on learning/instruction, which is rewarding for both student and teacher. This technology enables the teacher to place daily work on the classroom website with links, keeping the student and parents up to date on content covered.

As St. Joseph School advances technology in the classrooms, the faculty strives to reinforce the ethical, cultural and societal issues related to technology with the students. The students are instructed in the responsible use of equipment, information and software. Building on this philosophy, students develop a positive attitude toward technology and its use which supports 21st Century learning.

6. Professional Development:

St. Joseph School teachers are afforded many opportunities to continue their development as professional educators. The faculty has the ability to continue to grow professionally by participating in one or all of the following ways: workshops on the school campus, workshops sponsored by outside organizations and by selecting classes/workshops to meet his or her individual educational interests.

Professional development opportunities are procured through the school and federal funding. Teaching staff participate in college level courses to attain and maintain their Maryland State teacher certification. Many staff members hold or are working towards advanced degrees.

St. Joseph School dedicates five professional development days for faculty to explore relevant topics. Previously covered topics include: technology, Curriculum Mapping and courses that strengthen our Catholic identity. The in-service may consist of other instruction provided by textbook publishers. Periodically, the in-service is used for a faculty retreat that is held off campus. The Archdiocese of Baltimore hosts an annual conference that usually breaks into smaller workshops for teachers to select topics pertaining to their individual interests.

The school is continuing work on building a professional staff library. Resources are plentiful and shared among teachers. These resources are aligned with Archdiocesan and state standards. Each classroom teacher has a computer and internet access. Computer teachers and the media specialist are available for support and in-house professional development.

The administration readily shares any information concerning upcoming courses and conferences. The Archdiocese works in conjunction with several area universities to offer course work for little or no cost to the teacher.

The St. Joseph School faculty is proud of their strong history of collaborative sharing of ideas and lessons. A variety of strategies are employed in classrooms to meet the challenges of the differentiated learning styles of the student population. The effective use of professional development enables the

teachers at St. Joseph School to continually meet the needs and consistently challenge the student population.

7. School Leadership:

St. Joseph School enjoys strong leadership by the principal and assistant principal. St. Joseph School's principal is the chief executive officer. The principal is vitally important in leading the school to be a vibrant community of faith and excellent center of learning. The principal is responsible for the daily operations of the school. Managing, planning, organizing, supervising and directing are among the many responsibilities of the principal. Evaluation of the overall school program is the responsibility of the principal. The principal is guided by the Catholic Schools Office of the Archdiocese of Baltimore. The Archdiocesan Division of Catholic Schools determines the educational policy. It is the responsibility of the administration, faculty and pastor to implement the policy.

The principal works closely with the assistant principal to coordinate the instructional programs initiated at each level. Cooperatively they ascertain that Archdiocesan standards are followed and met. The administration monitors progress through classroom observation, reviewing teacher lesson plans, reviewing entries on Power School, and through reviewing summative assessment results.

The principal and assistant principal are present in the school building. They are visible and accessible to faculty and students. The principal meets with each teacher at least twice a year. Faculty meetings are held monthly.

The leadership structure allows for teachers to meet and plan consistently during school hours. St. Joseph School has many working committees. Under the guidance of the principal, teachers lead and communicate within their departments (i.e., primary, intermediate, middle school). The principal, assistant principal and subject matter coordinators meet regularly. Information is shared, concerns are discussed and decisions are made. The coordinators then share the information within their departments. Departmental concerns are discussed and brought to the next coordinators meeting. This insures transparency, goal setting and a conscious effort to enhance the curriculum offered at St. Joseph School.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$6500</u>	<u>\$6500</u>	<u>\$6500</u>	<u>\$6500</u>	<u>\$6500</u>	<u>\$6500</u>
6th	7th	8th	9th	10th	11th
<u>\$6600</u>	<u>\$6600</u>	<u>\$6700</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$6471

5. What is the average financial aid per student? \$490

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 18%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	631	647	634	633	638
Number of students tested	43	42	42	57	52
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	3	3	1	2	2
Percent of students alternatively assessed	7	6	2	4	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	648	660	644	645	650
Number of students tested	42	42	42	57	52
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	3	3	1	2	2
Percent of students alternatively assessed	7	6	2	4	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	683	673	671	672	668
Number of students tested	40	35	49	52	44
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	4	1	1	4	1
Percent of students alternatively assessed	10	3	2	7	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Stanford 10

Edition/Publication Year: 10th Edition/ 2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	685	671	674	677	681
Number of students tested	40	35	49	52	44
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	4	1	1	4	1
Percent of students alternatively assessed	10	3	2	7	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	690	696	691	686	683
Number of students tested	31	47	50	44	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	4	2	2
Percent of students alternatively assessed	3	4	8	5	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	684	685	686	691	681
Number of students tested	31	47	50	44	54
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	1	2	4	2	2
Percent of students alternatively assessed	3	4	8	5	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	690	704	694	689	705
Number of students tested	32	30	25	38	41
Percent of total students tested	100	98	99	100	99
Number of students alternatively assessed	3	4	2	2	4
Percent of students alternatively assessed	9	11	7	5	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	706	712	711	703	707
Number of students tested	32	30	25	38	42
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	3	4	2	2	4
Percent of students alternatively assessed	9	11	7	5	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	714	710	703	712	712
Number of students tested	31	17	39	40	32
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	4	2	2	6	6
Percent of students alternatively assessed	13	11	5	15	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	712	712	705	714	703
Number of students tested	31	17	39	40	32
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	4	2	2	6	6
Percent of students alternatively assessed	13	11	5	15	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	710	707	715	719	708
Number of students tested	15	33	39	30	36
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	1	3	6	5	0
Percent of students alternatively assessed	7	8	15	16	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Stanford 10

Edition/Publication Year: 10th Edition/2003 Publisher: Pearson Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	729	709	713	709	715
Number of students tested	15	33	39	30	36
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	1	3	6	5	0
Percent of students alternatively assessed	7	8	15	16	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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